

## Pass-Fail System Studied by S.B.A.

A student committee to study "pass-fail" and other systems of grading is being formed by Jim Evans, SBA Vice-President. The Committee will evaluate the present grading system in the light of several proposed alternatives and present suggestions on grade reform to the Executive Committee of the Law School Faculty by the end of Autumn Quarter. In an interview with the *Barrister*, Evans said the committee will be selected from among all students expressing an interest with a view toward a "balanced membership." Evans feels it's important to include students of varying class rank and students from "Special interest groups in the law school, such law journal, moot court, etc." He is presently trying to interest faculty members in serving as advisers to the group.

Evans believes that the present grading system leads to "unhealthy competitiveness" among students. He claims students work only for grades, their creativity and curiosity being stifled by the pressure to impress prospective employers with their class rank. "Students need more feed-back from teachers," Evans said. "A grade in a blue-book doesn't tell the student where his strengths and weaknesses lie. Getting an 86 on an exam doesn't mean you know everything about the course. The grade leaves you in the dark about what you don't know." Evans thinks that along with grade reform, class

size must be reduced and more writing and oral exercises given. He believes that changing instruction techniques and changing the grading system are necessary corollaries of one another and says neither grade reform nor smaller classes with more feed-back will change student attitudes by themselves but that they both must be undertaken together. "I admit that administrative and other problems would probably restrict any present efforts to drastically reduce class size, but some steps toward this goal could be undertaken now."

Interviews with various students and faculty members revealed a sharp division of opinion on the necessity for grade reform. Most interviewed agreed that the present grading system does not always accurately reflect ability. There was also general agreement that many students work only for grades and have a tendency to "puppet back" what they believe teachers want to hear. But there is disagreement about what causes and what will cure these attitudes.

Opponents of grade reform claim these problems are not caused by, and cannot be solved by, any type of grading system. They claim that smaller classes and a closer relationship between faculty and students would help alleviate the problem without resorting to a 'pass-fail' system. They say that instructional techniques can only be improved by in-

creasing the size of the faculty and, they point out, this requires more money for salaries. They argue that the present grading system, with or without instructional changes, has many benefits. They believe the system allows members of minority groups to compete in a purely objective environment, thereby being afforded employment opportunities otherwise unavailable. Opponents fear that a 'pass-fail' system would cause employers to choose pro-

### Ohio Supreme Court Approves Intern Program

In June of this year the Supreme Court of Ohio adopted Rule XVII A authorizing the limited practice of law by "legal interns". This rule envisions certification of third year law students to represent any person who qualifies for legal assistance, under the supervision of an attorney, in any civil action or misdemeanor case.

To facilitate the implementation of a program (dubbed the Law Student Community Service Project) under this rule, the SBA is coordinating the efforts of the Legal Clinic, Legal Aid & Defenders Society, and the Columbus Metropolitan Area Community Action Organization.

The purposes of the program are to enable second and third year law students to gain practical experience in handling legal problems, make much needed legal assistance more available to indigent persons and to promote a greater level of understanding between law students and the poor.

The Legal Aid & Defender Society is to conduct the training of participants, furnishing approximately 9 hours of interview instruction, and will provide the necessary supervision.

The Society will also serve as a resource and referral agency for clients interviewed by participants. CMACAO (an OEO agency) is to provide space for conducting the interviews and publicize the fact of available legal assistance to poor.

The OSU Legal Clinic has promised advanced standing and more responsible positions for participants in the project.

Selections of student participants for the program will be made by a standing committee of the SBA, and those selected will serve without financial reward for their time or related expenses.

spective employees by almost irrational considerations—such as membership in the "right" social clubs. They say the present grading system provides an incentive to students who might otherwise never open a book. Some argue that "cramming" for an exam can be a valuable learning experience. Opponents point out that many professors feel they have a duty to help maintain high standards in the profession. Under the present grading system, a professor is able to "flag" students according to his suitability for more or less sophisticated types of legal work. Were the system to change, they claim, many professors might choose to carry out this duty by failing students, who, under the present system they might rank as "less sophisticated."

Proponents of pass-fail argue that the "objective determination" referred to by opponents is nothing more than a ranking according to ability to write exams and memorize pro-

fessors' attitudes. They say that employment opportunities should neither be created nor denied by a system which doesn't test legal skills. They claim that even with smaller classes and better student-faculty relations, the present grading system would perpetuate the present over-emphasis on grades and de-emphasis on independent thought. Rather than providing incentive, they say, the present grading system stifles it since few students work after their first-year grades are posted.

Many schools are presently experimenting with some form of 'pass-fail' grading including Harvard, Yale, Northwestern and Wisconsin. The systems vary from school to school, some allowing only a 2-grade system, others having as many as 5 rankings. At O. S. U. changes in the grading system would have to be approved first, by the Law School Faculty, then by the Provosts Office and then by the general university Faculty Council.

## FRESHMAN CLASS HIGH IN STATISTICS

The rapid increase in the number of people applying for admission to the College of Law has both allowed and required a tightening of admission standards, with the corresponding increase in the academic qualifications of the student body.

Since 1965 when the freshman class numbered 275 and the total enrollment topped 500, tightened admission standards have raised the average C.P.H. and L.S.A.T. statistics from 2.71 and 536 respectively to 2.84 and 545 in 1968, and 2.97 and 565 in 1969, while the number of freshman students enrolled has tended to number approximately 200.

A greater variation is also noted among members of the freshman class, as the Class of '72 holds undergrad degrees from 65 different colleges and universities, and the percentage of non-resident students has jumped from 10.5% in

1968 to 17% in 1969. Minority representation is also up with the number of female students increasing from 3 to 14 in the same period. Black student enrollment increased from 3 to 4, but it is noteworthy that 15 of those who applied were accepted.

The administration was also able to hedge against the draft by accepting 483 of those who applied as compared with 411 the previous year, because of the fact that there were 856 applications, an increase of 48% over the prior year.

The tentative statistical breakdown as of the first week of school is:

	1968	1969
First Year	168	215
Second Year	120	123
Third Year	147	101
Total	435	439
Freshman Class Distribution		
Male Students	165	201
Female Students	3	14

## Isadore Topper 1903-1969 Outstanding Alumnus



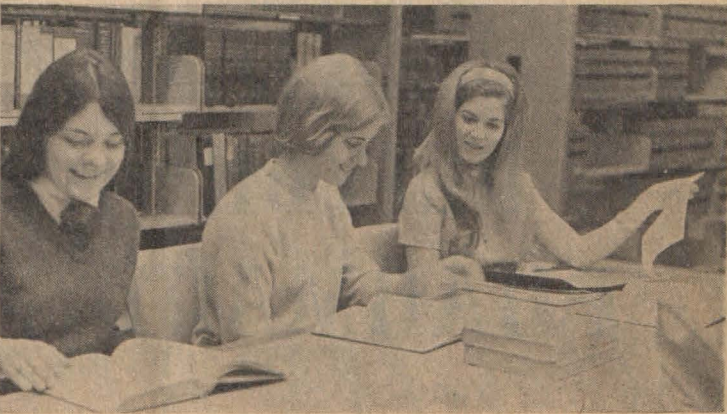
Isadore Topper obtained his LL.B. Degree from The Ohio State University in 1928. To his friends, his nickname was "Top". Those who knew him understood the use of the name in its full significance, that he was Top, in character, ability, integrity and love for his fellow man.

It is impossible to think of

Top without being mindful of his contribution to politics, government and legal education. From the beginning of his professional career he was closely associated with State, Local and sometimes National government, always a trusted and respected advisor to leaders in both political parties, although there was never any doubt as to his identity as a Republican. His interests were, in any order, family, religion, politics, and humanity.

Top was a voracious reader in the fields of government, politics, finance and law, and was an encyclopedic source of information in the body of statutory and common law. His many contributions to The College of Law are duly acknowledged but his everlasting devotion to the College and its people will be remembered

(Continued on page 4)



New Faces of the Freshmen Class



## THE BUCKEYE BARRISTER

And Alumni Law Record

Published For The Students And Alumni Of  
The Ohio State University College of Law

1659 North High Street, Columbus, Ohio 43210

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Managing Editor.....Philip Wayne Cramer

Faculty News.....Enid Hinkes

Student News.....Nate Gordon

Forum.....Freda Bein

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Adviser.....Albert M. Kuhfeld

## Editorial

This is the first issue of what the editorial staff hopes will be a new and a different BARRISTER. In past years the responsibility and workload of the paper has fallen on a single student. The newspaper lacked a definite policy as to what would be printed and a purpose for being in operation. National news was reported on the same pages as reports on law school social functions and, since the paper came out only once a quarter, many articles were "old news" before they were printed. As a result, the BARRISTER evoked little interest from its readers.

We hope to overcome these problems. We presently have a Board of seven editors and hope to add a student from the Freshman class in the near future. This group of editors will give the paper more variety in style and viewpoint than a single editor has been able to provide in the past.

If the financing is available, we plan to publish two issues each quarter in order to keep the paper as current as possible.

Our basic policy will be to report that news which affects the students and alumni of the College of Law and to provide a forum for student, faculty, and alumni opinion about the College and the profession. Outside news, better reported by other media, will not be covered and miscellaneous activities affecting only a small portion of our readership will be reported to a limited degree. We want to be topical.

To accomplish this goal the various editors have been given primary responsibility for articles in areas such as alumni affairs, faculty news, and student activities and an open invitation to submit such other articles as they desire. One editor is assigned exclusively to an open column on any current topic which he feels is important. In addition, any student, alumnus, or faculty member can submit articles, comments, or suggestions to the editors for possible publication.

With these basic changes as a starting point, we think we can make the BARRISTER a worthwhile publication. Our only criterion for evaluating our success is the response we receive from the readers. We realize that we are only seven individuals and cannot speak for anyone but ourselves. You may disagree with something we write or you may feel that we have not written enough. In either event we would like to hear from you.

In the history of the BARRISTER, there has never been a letter to the editor concerning the paper. This too must be changed.

## LAW STUDENT PUBLICATIONS

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# OLIVER PHARMACY

ACROSS FROM LAW COLLEGE

## Faculty Notes

LAWRENCE HERMAN was re-elected to membership on the Board of Directors, American Civil Liberties Union and is a member of its Due Process Committee. He is also working with the Ohio Criminal Law Revision Commission as well as working on a book on Ohio Evidence.

P. J. KOZYRIS has written an article "Equal Joint Venture Corporations in France—Problems of Control and Resolution of Deadlocks" has been accepted for publication by the American Journal of Comparative Law.

ROBERT J. LYNN has been reappointed to the American Bar Association Special Committee on the Rule Against Perpetuities.

EARL F. MURPHY attended as an observer the Athens Ekistics Month at the Athens, Greece, Center of Ekistics. He also attended the Environmental Studies Group of the Environmental Study Board of the National Academy of Science-National Academy of Engineering, Stanford, University.

PETER SIMMONS lectured at the National Institute for Education in Law and Poverty of the Northwestern University School of Law on Problems of Landlord Tenant Law; appointed to the steering committee of the Project on Ohio State Constitutional Revision of the Center for Urban Regionalism, Kent State University.

ERVIN H. POLLACK, as consultant to the U.S. Department of State, visited Central America regarding its Common Market publication program. Professor Pollack is Chairman of Ethics for Law Librarians Committee of the American Association of Law Libraries.

MARY ELLEN CALDWELL was reappointed to the A.B.A. Standing Committee on Legislative Drafting and was also appointed a member of the Education Advisory Committee to the new A.B.A. Standing Committee on Law and Technology. Professor Caldwell presented a paper on world population problems to the Princeton's Center for International Studies. This paper will be published in *THE FUTURE OF THE INTERNATIONAL LEGAL ORDER* (PRINCETON PRESS).

MERTON C. BERNSTEIN has prepared a review of HANES, *The First British Workmen's Compensation Act*, which will appear in the December issue of the Columbia Law Review. As Secretary of the A.B.A. Section on Labor Relations, Bernstein presented a report to that Section on the labor decisions in the last term of the Supreme Court which was published in the Labor Relations Reporter.

JAMES W. CARPENTER'S "The Parent-Child Dilemma in the Courts" was published in 30 Ohio State Law Journal 292 (1969) and during the summer he conducted a seminar in insanity in the law for graduate students in Clinical Psychology at the Ohio State University.

HOWARD P. FINK, together with Professor James Wm. Moore, have completed a revision of Chapter 25 of Moore's *Federal Practice*, dealing with substitution of parties. This will be published in November.

MICHAEL J. KINDRED's able article entitled "Basic Problems of Minors Contractual Capacity" Reform in England, France, Ethiopia and the United States" was published in a two-volume Festschrift (dedicatory collection) for his professor at the University of Chicago, Max Rheinstein.

RICHARD E. DAY has been reappointed by Governor Rhodes as a Commissioner, State Board of Uniform State Laws and attended the annual meetings of the National Conference of Uniform State Law Commissioners. Within the University, he has been elected by the Faculty Council to the Council on Student Affairs and has been elected by the group as its Chairman.

KEITH ROSENN has had his interesting article on "Controlled Rents and Uncontrolled Inflation: The Brazilian Dilemma" published in 17 American Journal of Comparative Law 239 (1969).

### STUDENT BOOKSTORE TO BEGIN OPERATIONS IN WINTER QUARTER

The S.B.A. plans to open a 'bookstore' which will compete with Long's for the used law-book market. Dan Piloseno, Secretary of the S.B.A., claims the new 'bookstore' will offer better terms to students for both purchase and sale of their used books than they currently can get at Long's. Piloseno claims that Long's presently repurchases books for 50% and resells the same books for 70% of the original sale price. Thus a student would receive \$6.00 for a book that cost him \$12.00 when new. Long's would resell the book for \$8.40. Under the S.B.A. plan the same book would net the seller \$7.20 and cost the buyer \$7.45. Thus, the seller would receive 60% of the original purchase price and the buyer would pay slightly more than 60%. The \$.25 difference between the sale and purchase price will be used by the S.B.A. for a purpose not yet determined.

The S.B.A. bookstore will be able to offer better terms because it will have substantially no overhead expenses. The Law-Wives will operate the store. Payments to the seller of

the book will not be made until the book is purchased by another student. Thus S.B.A. incurs no risk and will require no initial capitalization. Since Long's only buys texts that are required for courses offered the quarter of repurchase and only in quantities sufficient to meet enrollment in those courses, the delayed payment technique offered by the S.B.A. bookstore will not limit the market for used books any more than it is presently limited, with the exception, of course that sellers may have to wait longer for payment.

The S.B.A. bookstore will purchase used 'mimeo' materials printed specially for courses offered only at O.S.U. At the present time neither Long's nor SBX. will purchase these books.

Piloseno hopes that the bookstore will be able to go into the new book business, too. So far he has been unsuccessful in his attempts to open negotiations with West's Publishing Company—the largest lawbook publisher in the country. He has tried approaching the company through several intermediaries, including Anderson's Legal Mart. All inquiries from Anderson's to West's have gone unanswered. Anderson's Book Mart has expressed an interest in continuing its efforts on the SBA's plan. When the SBA bookstore opens, it will carry legal supplies furnished by Anderson's at cost.

### Moot Court

A new experiment with moot court program is underway. This year's freshmen have not been assigned into "groups" for autumn quarter as in the past. Instead they are attending a one-credit course in legal research taught by Mr. Pollack. "In past years students were thrown into the library and left to flounder," said Charles Warner, Chief Justice of the Moot Court Program and member of the National Moot Court Team. He believes the autumn-quarter course will help freshmen gain a "broad exposure to all areas of the library by teaching the 'where's' and 'how's' of legal research in an organized manner.

During Winter Quarter freshmen will be assigned groups and required to write an objective memorandum and a brief. Brief writing will be in two stages. The student will be asked to write only the argument part of the brief at first. Warner said that in the past students have gotten bogged down in the technicalities of case citations and format, with little emphasis on sharpening their writing skills. The new plan will give freshmen plenty of time to concentrate on developing creative arguments and logical organization. They will be given a week between winter and spring quarter to incorporate citations and organize their briefs into proper form. Spring Quarter will be devoted to oral arguments.





## Police Program Open To All OSU Law Students

During the past summer a program was instituted whereby students from the College of Law are permitted to ride with the "D" Platoon of the Columbus Police Department during their weekend patrol. The "D" Platoon is the tactical arm of the Columbus Police. It patrols from 8:00 P.M. to 4:00 A.M. and handles only trouble calls. The platoon does not do any traffic or accident work. It was felt that this arrangement would compliment the program which was already established with the Whitehall Police Department (a suburb of Columbus) and enable the student to compare the work done by both units.

It is hoped that the contact established between the prospective lawyer and the working policeman will enable each to better understand the other and acquire a wider perspective of the problems with which both deal. Even if the law student does not intend to practice criminal law, he will

be involved in the problems of his community, and the Police Program contributes to his knowledge of that community.

Each student accompanies the Police Officer throughout all the activities encountered during the patrol shift. The student acts in an observatory capacity and is usually thought by third parties to be a plainclothes officer. At the completion of the shift the student completes a short questionnaire covering his observations and any proposed suggestions he might make. The results of these questionnaires are then forwarded to the police department. One suggestion to participating students is that if the student is confronted by a hostile crowd he should act under arrest.

All those who have participated in the program have indicated that it was a worthwhile experience and helped them to better understand the work of the police.

## Is There a Student Voice?

In a recent symposium conducted by law students of various law schools, the question was posed "In what ways do the students of your law school exercise their collective voice?" The consensus of the representatives was that their students had no collective voice. Herein, it was agreed, lies a blaring anamoly. Individuals who are at most three years away from being attorneys, politicians, and legislators are somehow unable to unite and become what could be a dangerous powerful threat to the status quo.

For example, hypothesize the emergence of a great unifying force, whom we shall call Guf, from room six of the OSU School of Law, Clums, Aha. Guf, by way of his omnipotency is able to unite the law students, thus creating a collective voice. Guf immediately asks this new collective voice to indicate a problem area to which it could address itself, utilizing it's new-found strength. Guf, after rejecting the voice's first suggestion that it direct itself toward the problem of making sure that the north forty gets plowed, reminds the voice that it is supposed to be joined by

"why hasn't anything been done about the bill reportedly before the Ohio General Assembly since the days of Hadley v. Baxendale that law students graduating from an accredited Ohio law school be exempted from taking the Ohio Bar examination?" "Because," Guf patiently replied, "you, the interested party, the collective voice of the students, have been sitting on your collective backside instead of contacting and uniting with the collective voices of other Ohio law students and becoming one big collective voice which might be audible all the way down in downtown Clums." "And I might add" Guf added "rather than demand in this case, it might be wiser to be gently persistent, but definitely persistent, in approaching the esteemed gentlemen and ladies of the General Assembly. After all, your reason for wanting that bill passed, even though reinforced by the soundest of logic, sounds like it could be motivated by selfishness, and in that kind of situation you can't afford to be too loud."

"O.K." agreed the voice, "now let me make sure I've remembered everything you've taught me. First, I am supposed to stay in existence as the collective voice of the OSU law students. Second, for optimal efficiency I am to be guided by the collective brain of the students. And finally, I am supposed to be aggressive yet tactful in becoming an effective vehicle for inducing needed change both within and outside of the law school. Did I get it all, Guf?" "Yes" "Can I ask one more question? What if the faculty decides to form a collective voice and meet me head on?" "Don't worry about that", Guf replied, "the faculty *always* knows what is best for the students; and besides, there are already a few faculty members running around who think that they are collective voices, and with that much confusion you'll get by." "Well I sure appreciate your help" the voice bellowed as Guf returned to room six. "And I sure am glad you took the time to come" the voice added with increasing weakness as Guf disappeared. "And it sure is good to be alive." the voice said even more faintly.

a collective brain. Having accomplished this task, difficult in spite of his omnipotency, Guf settles back to listen to the collective voice, joined by the collective brain, of the OSU law students.

The most immediate problem, the voice reports, is the parking problem around the law school. "Why," the voice asks, "can't some arrangements be made whereby the overnight storage bin for the cars of undergraduate dorm rats located behind the law school be made accessible to law students during the day? After all, being a graduate student, a law student at that, should entitle you to some privilege other than paying your fees!" "The reason why", Guf replies, "is because you are *asking*, not demanding—that is not asserting your collectiveness. And by now, little collective voice of OSU law students, you should have learned that in a crisis oriented society merely *asking* will get you a cold shoulder and a pocket full of nothing." "Anyway" Guf continued, "solutions to problems of that nature are too obvious. Give me a tougher one."

"Alright," agreed the voice,

## Politicizing Law Study

by Dean Ivan C. Rutledge

Fancy word, that. It is the opposite of judicializing. To politicize is to arrive at decisions by political process. To politicize baking a cake might be to find a political community and put the questions of what kind of cake and how to bake it on the ballot. It was the achievement of the Glorious Revolution, carried forward by the American Revolution and the Civil War, to have enhanced the politicization of government. This process has now reached the extent in some States that having elected a public officer has a fixed term we might be able to recall him by voting him out at any time during that term. On the contrary or judicial pole, the civil service concept, for example, works the other way, de-politicizing or bureaucratizing government. The recall petition is an exercise of the popular will. The bureaucrat has his place in government as one who acts in a principled manner, judging the application of rules.

The rule of law symbolizes the search for the optimum balance between political discretion, or popular prerogative, and adjudication, or adherence to rule. Studying it is like baking a cake in that technical and artistic considerations preponderate over the political. The diner knows what he likes, and can condemn the cook if so minded, but qua diner he can hardly be expected to tell the cook how a cake is baked. This preponderance of technical and artistic considerations in the culinary department remains the same regardless of the ratio of cooks to diners. One man one vote does not count.

But the cook can bake a successful cake even though the diner cares naught for, indeed doesn't know, him. A teacher gets not very far, though, unless he can win the allegiance of his student. And allegiance is the most fundamental political concept. The diner knows what he likes, but the teacher's mission is to cultivate new tastes.

So the student has a right to expect that the teacher will

be faithful to the technical and artistic requirements of his subject-matter. In a law school, this means professional requirements. As far as the individual teacher is concerned, the necessary allegiance is founded upon his student's and his common interest in the student's professional attainments.

The Student Bar Association is taking a wholesome interest in the government of the College. Its leadership will seek to deserve the political support of the students, and it will certainly earn it in threshing out with the faculty those modes of dialogue that most effectively bear upon advancement of the common cause: development of professional attainments. The faculty do not perceive this cause as a monolith; on the contrary, we represent a fairly wide range of perceptions of the profession as it is and as it is likely to be within the career-spans of the present students. Thus this openness affords an opportunity the scope of which depends upon the ability of students to exercise deliberative judgment. Adjudication as a model thus predominates over legislation. The success of such efforts depends upon its orientation towards the career goals of the students measured in terms of the professional values of the law. And a pay-off of such success is the enhanced allegiance of students and faculty to the College itself, with benefits that redound to succeeding generations of students. As lawyers in a free society, we are bound to understand both the uses and misuses of politics.



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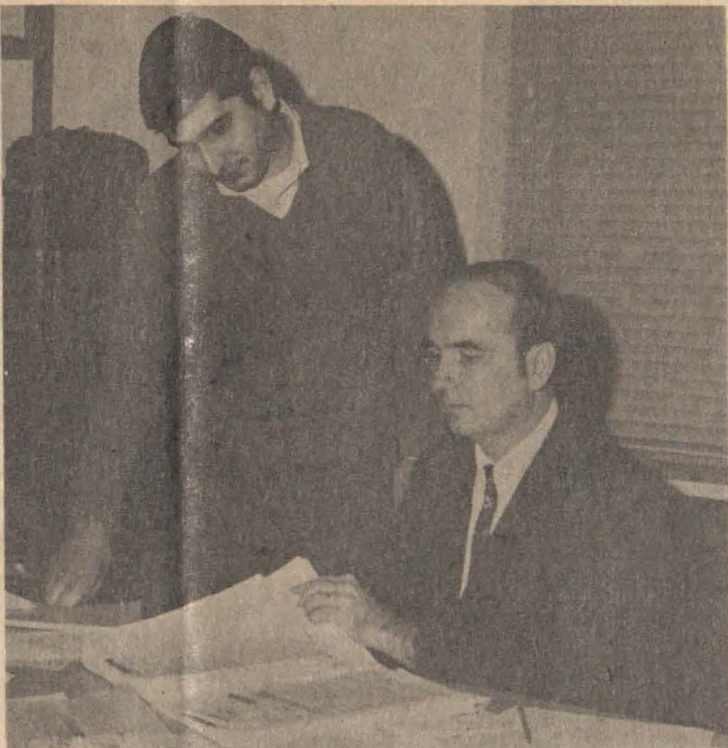


# New Director Wayne Walker Heads Up OSU Legal Clinic

by R. Wayne Walker

The Legal Clinic is going through a time of self assessment, following a period of several years which saw great changes in the nature and extent of its undertakings. A temporary breather was required by the resignation of the clinic's director, Professor James W. Carpenter, who has returned to full time teaching in the nonclinic curriculum. My natural desire as newly appointed director was to become familiar with the clinic's ongoing operations and to assess various possibilities for the future. The resignation of James D. Davis as a clinic staff attorney contributed to my decision to cut back the size of the clinic's caseload. (Mr. Davis has joined the Tax Division of the United States Department of Justice). The present professional staff of the clinic consists of myself as director (theoretically my assignment to the clinic is one-half time), Miss Margaret L. Daehler, and Mrs. Linda K. Champlin. Our two secretaries are Mrs. Marcella Glaze and Miss Janey Scott. So in spite of the decline in staff size from its recent peak, our staff remains larger than it was when Miss Daehler and a faculty member with a half-time appointment, or Miss Daehler alone, constituted the clinic's entire staff of lawyers.

The enlarged professional staff was required by the clinic's policy of taking cases of greater complexity and duration than it had previously handled. We no longer have a caseload which consists almost entirely of uncontested divorces. While we still handle many cases which are closed with some words of advice, a telephone call, or a few letters, we also become involved in more substantial matters. Professor Carpenter's immediate predecessor as director, Professor Gerald A. Messerman (now in private practice in Cleveland) led the clinic into an active statewide practice of criminal law. We still have a large criminal caseload, consisting mostly of litigation in the appellate courts of matters other than direct appeals. Under the guidance of Mrs. Champlin, who is one of our state's most knowledgeable experts in welfare law, we handle many kinds of welfare questions, from the most routine case to major litigation in state and federal courts. The clinic's willingness to engage in more difficult undertakings is a result of a change in its mission



Walker (r), checks out Legal Clinic Student's Memorandum

from a public service organization giving legal aid to the community, to a teaching organization which emphasizes training in law practice. The clinic's traditionally vital role in providing legal aid services to Franklin County residents has been assumed by the Columbus Legal Aid and Defender Society. We still assist the Society, but we do not look upon that work as our primary responsibility.

I take very seriously the clinic's teaching mission, and I firmly believe that the clinic should afford students a chance to participate in a law practice of high professional and technical caliber. A consistently high level of practice is easy to want and hard to achieve. I do not think it will shock anyone if I say that law schools have not traditionally been centers of expertise in the day to day practice of law. Law faculty members have quite properly been interested in theoretical study of broad problems. The legal clinic must enhance its capability as a center of excellence in practice rather than theory. Neither our students nor the profession should expect less of us. If we are to maintain and increase our law practice capability we must have the cooperation of lawyers and judges. We will do our best to continue to earn such cooperation, and to make Ohio State's pioneer legal clinic ever more effective in its contribution to the education of students. We must expand our present program in quantity and quality, or the times will

pass us by. Clinical education is one of today's most talked about subjects in legal education. The Council on Legal Education for Professional Responsibility has done much to stimulate this nationwide interest, both by active missionary work and by funding new programs. The federal government may also appropriate funds for clinical education. Our clinic is still funded entirely by the University, but as our plans for the future become more definite we may well try to take advantage of outside funding. But more money will not be enough in itself to meet our goals. We must find ways to tap the accumulated skills and wisdom of the practicing profession.

## Isadore Topper

Continued from page 1

by generations of students yet to come.

The National Council of the College of Law was created in 1957 with the help of Mr. Topper and in 1958 he was elected as the Council's first Chairman. He held this position until 1967 when he assumed the position of Councillor in Chief which he held until his death.

Over the years, Top created numerous substantial endowments for the aid of young students and for the improvement of the opportunities for education. The following is a list of some of his many contributions.

THE DONALD S. TEL-

LER MEMORIAL AWARD given to a second year student in the College of Law who, in the judgment of the Faculty writes the best article for *The Ohio State Law Journal*.

THE FRANK AND GERTRUDE STRONG MOOT COURT AWARD given to the Freshman who writes the best brief in the first year Moot Court program.

THE HELEN TOPPER MEMORIAL FUND award to be used for the encouragement of research and writing by members of the faculty of the College of Law.

ISADORE AND IDA TOPPER FUND award to be used by the College of Law as determined by its faculty, in such programs as bringing men in the field of government, philosophy or jurisprudence to the University for lectures or addresses.

MICHAEL TOPPER MEMORIAL. The income is to be used in making an annual award to the outstanding first year law student selected by the faculty of the College of Law for unusual work done by such student.

REBECCA TOPPER MEMORIAL established by a gift through the Development Fund in memory of Isadore Topper, the income is to be used for those purposes which the Faculty of the College of Law may direct.

Isadore Topper leaves a rich legacy of an exemplary life perpetuated in the inspiration carried on from him by his thousands of friends and his lovely wife Ida. Isadore Topper—Top—has brought something to all of us. His legacy perpetuated by the institutions which he benefitted and supported, and perpetuated in the hearts of those who loved him. He will never really leave us.

The National Council of the College of Law has established an Isadore Topper Memorial Fund. Proceeds of this fund, at the direction of Mrs. Topper, will be transferred to a pre-existing fund previously created by Mr. and Mrs. Topper. Those alumni and friends of Isadore Topper desiring to make a contribution may send their check to The Ohio State University Development Fund, care of Mr. Kenyon Campbell, National Council of The College of Law, The Ohio State University, 1659 North High Street, Columbus, Ohio 43210.

# Alumni Deaths

SAMUEL B. AIDLIN, JD 30; ESTHER E. T. BLAND, LLB 48; WILLIAM J. CARLIN, LLB 48; NICHOLAS W. CATRI, JD 34; WILLIAM B. COCKLEY, LLB 08; MICHAEL CONRAD, LLB 24; EMMITT CRIST, JD 27; JOHN H. DAVISON, SCL 26; FLOYD M. DAY, JD 51; JOHN C. DUFFY, JD 41; LEROY E. EASTMAN, LAW 13; J. DONALD FOWLER, LAW 30; PAUL GINGRICH, JD 29; ROBERT D. HAMILTON, LLB 46; J. ERNEST HARKNESS, JD 12; PAUL H. HORST, LLB 15; WALTER C. HOUCK, LAW 14; OSMER C. INGALLS, SR., LLB 07; JOHN KRAMER, JD 36; CLARENCE LEIFELD, LLB 16; HENRY J. LINTON, LLB 13; ERNEST LITTLETON, LLB 25; EDMUND MATZ, LLB 25; HOMER McDOWELL, LLB 13; JOHN R. PY, LLB 33; MYRON E. REINMAN, LLB 48; DANA REYNOLDS, SR., JD 15; WILLARD RICHEY, LLB 54; DONALD E. SMITH, JD 49; EDWARD SNIDER, LLB 34; CHARLES SULLIVAN, LLB 36; CHESTER TUSCHMAN, LLB 32; EMERSON WAGNER, LLB 22.

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